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ABSTRACT

The status of black staff and faculty at Kennesaw College, a predominantly white campus in Georgia, during 1976-1986 is discussed. Until 1981, very few blacks were employed at the college, black personnel turnover was high, and black faculty and staff had low morale. In 1981-1982, a new president sought to promote affirmative action and the college's image. The position of coordinator of minority affairs was established with such responsibilities as attracting and retaining black faculty and staff, promoting the college's position with the black community, and promoting equal employment opportunity and affirmative action. To achieve increased black participation and attitude changes, attention was directed to: taking an active stance, creating an "inviting" campus environment, commitment from the top, a renewed look at recruitment and retention, and rewriting the Affirmative Action Plan. During summer 1983, two administrative vacancies were filled with qualified blacks, and a number of approaches were employed to recruit black faculty. Information is presented on the number of blacks hired as a percentage of new hires for 1984-1985, and the positions held by new black employees. Five future directions for the college are suggested. (SW)

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MINORITY FACULTY RECRUITMENT IN
KENNESAW COLLEGE: 1976-1986

By

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Foreword

The Institute of Higher Education is pleased to publish this paper by Dr. Joseph H. Silver, Regents Administrative Fellow in 1985-1986 and now Assistant Vice Chancellor for Academic Affairs in the University System of Georgia. Dr. Silver's study was conducted while he was a member of the faculty at Kennesaw College and its publication by the Institute represents the kind of continuing collegial relationship that the Institute staff would like to establish with all participants in the Regents Administrative Development Program.

As a Regents Fellow, Dr. Silver was on re-assignment for the 1985-1986 academic year with the Chancellor's staff of the University System of Georgia, where his supervising administrator was the Vice Chancellor for Academic Affairs. Prior to his re-assignment Dr. Silver participated in an intensive two-week training seminar conducted by the Institute staff at the Georgia Center for Continuing Education. During his re-assignment Dr. Silver's fellowship was coordinated by Dr. Parker Young, professor of higher education in the Institute.

In many respects, Dr. Silver's experiences as a Regents Fellow suggest the many commendable features of the Regents Administrative Development Program. He responded with sincerity and enthusiasm to the program's many opportunities to observe and study administrative decisions and actions. As a professional colleague, he continues to work with the Institute staff on numerous projects and always in a responsive and highly competent manner. It is hoped that his will be the first of several occasional papers that will be contributed by Regents Administrative Fellows and published by the Institute.

Cameron Fincher
Regents Professor and Director
Institute of Higher Education
April 6, 1987

MINORITY FACULTY RECRUITMENT IN KENNESAW COLLEGE: 1976-1986

Joseph H. Silver

Not since the Brown¹ decision and the Civil Rights Act of 1964 has there been as much discussion on the subject of desegregation in higher education than has resulted from the Adams² decision. Several states affected by the Adams litigation are being scrutinized as to progress being made in increasing minority presence on the faculty, staff, administration, and in the student population. Each state was charged with the responsibility of establishing a plan for further desegregation, complete with timetables and methods of evaluating progress. Quarterly updates had to be submitted to the Office for Civil Rights detailing progress and/or reasons for lack of progress.

Georgia, being a state which is part of the litigations, has spent a great deal of time, energy, and money in an effort to comply with directives from the courts and the Office for Civil Rights. This effort has involved many state officials including the Governor, the Board of Regents of the University System of Georgia, and colleges and universities within the University System. Kennesaw College, being part of the University System of Georgia, has been involved in the efforts to further desegregate the system. What follows is an account of one aspect of the Kennesaw College desegregation plan, faculty and staff recruitment.

The College

Kennesaw College was established in 1966 and is a non-residential institution located in Marietta, Georgia, which is a part of the Atlanta metropolitan area. The campus is about twenty-five miles from the center of the city of Atlanta. With a faculty of about one hundred and seventy-three members and about two hundred staff and administrators, Kennesaw College offers postsecondary educational opportunities for approximately 6,800 students. Kennesaw College was a junior college until 1978 when it was upgraded to senior

college status. Then in 1983 the institution was reorganized from a divisional structure to a school structure. As a result, five academic divisions were consolidated into four schools.

Passive Resistance

Prior to 1975, Kennesaw College had no more than five Blacks on the entire campus: one Black staff person, one secretary, and one or two in the maintenance, groundskeeping, and food service departments. Even though faculty and staff positions, historically, were not granted to Blacks on predominantly white campuses in large numbers, these institutions usually hired Blacks for minor tasks such as groundskeeping and maintenance. Yet, Kennesaw College did not have a Black presence in either of these departments. By 1977 there were six Black faculty, one Black staff person, two Black secretaries and six Black service workers.³ During the 1978-79 academic year a Black female was hired in an administrative position, assistant director of admissions, with primary responsibility in the area of foreign student processing.⁴ She stayed with the college for only two years.

From 1977 to 1981, the total number of Blacks on Kennesaw College's campus ranged from a high of seventeen to a low of thirteen, with approximately fifty percent of these totals being in secretarial positions and the service areas.⁵ Even though the total numbers remained relatively constant during that period, the actual personnel was different. In fact, personal observation indicates that only three people were constant during that period (one Black faculty, one Black staff, and one Black secretary).

During this time, Kennesaw College developed a negative image in the Black community. The problem stemmed from several factors, such as the location of this college, lack of community integration, lack of communication between the college and the Black community, and the Black community's knowledge of the constant Black personnel turnover at the college. This strained relationship induced the Black community to send their children to other colleges, rather than sending them to Kennesaw College.

By the 1981-82 academic year, the morale of the Black faculty and staff reached its lowest point. Some Black faculty were released by the institution, others chose to leave on their own, and efforts to recruit new Black faculty were generally unsuccessful. It was no secret that the few Blacks remaining were looking for opportunities to leave Kennesaw College. Simply stated, Kennesaw's passive resistance had a negative impact upon its Black employees.

It was also during the 1981-82 academic year that the college was in transition from one president to another and much institutional attention was given to events leading up to selecting a new president and helping that person settle in once selected. Black faculty felt that their silent protest⁶ concerning their situation and the ideals of affirmative action were put on the back-burner for good. Yet the leadership change brought a new sense of life. The new president was energetic, capable, and progressive, and had the distinction of being the first female president in the University System of Georgia. Being the first female in several positions during her career, she was sensitive to the realities of discrimination and the necessity of affirmative action, at least that was what the Black faculty and staff were banking on.

After having the opportunity to discuss their concerns with the new president, Black faculty felt at least someone had listened and they were hopeful of positive changes. The new president gave indications that Kennesaw's passive resistance troubled her personally and professionally.

Plotting the Strategy

In her effort to change the image of Kennesaw College in the area of affirmative action, the president decided to establish a new administrative role of coordinator of minority affairs. She was able to persuade a Black faculty member, who was an established professor, well respected among the Black and white faculty, staff, students, and the community at large, to assume this position. The president assured this Black faculty member that the work of that office would not be "mere window dressing," but instead she wanted Kennesaw to become a model institution for affirmative action and

minority affairs. The coordinator of minority affairs was given, among other things, responsibilities for oversight functions in affirmative action and minority affairs, assisting in developing strategies to attract and retain Black faculty and staff, serving as a liaison between the Black community and the campus, and serving as the equal employment opportunity officer for the college. So with the backing of the president, a few members of her staff, and the coordinator of minority affairs, the new goals were established.

The coordinator of minority affairs, as well as the president, knew that several things would have to occur, whether the institution was Kennesaw College or any other predominantly white college, before real progress could be made. The first requirement was to change prevailing attitudes. Deep rooted biases were manifested in statements and questions such as "Why do we have to?", "We can't find qualified Blacks," and "We have tried as hard as we could." These statements had to be changed to "We want to," "We can find qualified Blacks," and "Have we tried hard enough?".

It was evident that to achieve increased minority participation and changed attitudes several things had to take place:

1. willingness to take an active stance,
2. the need for an "inviting" campus environment,
3. commitment from the top,
4. renewed look at recruitment and retention,
5. rewriting the Affirmative Action Plan.

Let us take an individual look at each of these factors.

First, passive resistance was nothing more than inactivity and empty rhetoric. Action speaks louder than words, so Kennesaw had to stop debating the issue and began to put some things into practice. Clearly the college had to demonstrate a true commitment to desegregation and affirmative action.

Second, Kennesaw College had to look at itself and correct those concerns, whether they were personnel or perceived images, that caused the campus to be less desirable from a Black person's viewpoint. Sensitizing key administrators and

faculty members, carefully picking search committees, and soliciting the help of key Blacks on campus were all part of the plan to create a more positive atmosphere. Additionally, the college had to emphasize the positive qualities that already existed, in hopes of convincing prospective Black employees to come and be a part of the College.

Next, the push for real efforts in affirmative action had to have the president's stamp of approval all the way. It was important for the campus community to know that the president had made affirmative action a priority and that her staff was a part of this commitment. If the president would not give visible and viable support to the new activity in minority affairs, then it would have been business as usual. Yet, she chose to lend the strength of her office to move from passive resistance to active results.

Historically, recruitment of Black faculty at Kennesaw College was not a very high priority and retention seemed not to be of any concern. This attitude had to be changed because not only was this process of "bringing in" and "washing out" Black faculty not cost effective, but it was also morally wrong. Recruitment and retention should be seen as one continuous process rather than distinctive processes.

One of the first tasks given to the coordinator of minority affairs was to rewrite the college's Affirmative Action Plan, which was last updated in 1978. The intent was to make the plan a blueprint for achieving the new goals of the college. An analysis of the workforce was made in each department of the college to determine current utilization and the degree of underutilization of Blacks. Also, an availability analysis was completed and the 1978 plan was revised and rewritten to reflect more progressive goals. The plan offered suggestions as to how underutilization could be curtailed.

Active Results

With these strategies as a point of departure, the coordinator of minority affairs, the president, and her staff began to try to attract more Black faculty and staff to Kennesaw College. In the back of all their minds was the

realization that more Black faculty and staff would create more positive role models for the Black students and thus would increase the retention of Black students in the future.

To give a strong sense of commitment, the president looked first at vacancies in administrative positions. Hiring qualified Blacks in responsible administrative positions would send a strong message to the campus community that a new day had come. During the summer of 1983, two vacancies existed in administrative positions on campus and they were both filled with qualified Blacks. The first position was the Black female assistant director of admission and the second was the Black male assistant vice president for academic affairs.

These two appointments made "commitment from the top" a reality and set the tone for further progress in the faculty ranks. In an effort to make progress in hiring Black faculty, several strategies were developed, some of which were traditional and some nontraditional. Some of the traditional strategies were advertising in appropriate journals, reviewing unsolicited applications or inquiries, utilizing vita banks, reviewing the employment roster of the State Merit System, and utilizing the Applicants Clearing House within the University System of Georgia.

Additionally, the college contacted Blacks professionally employed in positions with industry, government and law; Blacks working at independent research institutions and libraries; Blacks who had received grants and/or professional recognition; and officials at institutions known to have large numbers of Black graduate students. Ads were sent to traditionally Black colleges to inform them of vacancies; utilization of the publication, the *Black Resource Guide*; and contacting officials at vocational and technical schools to advise them of vacancies in EEO categories 4-7.⁷

Kennesaw College also structured its ads to send strong signals to potential Black candidates and to affirm the commitment of the college to equal employment opportunities.

One ad for a faculty position read as follows:

"..... the President and her staff are especially committed to the ideals of affirmative action. The college aspires to become a leader among its peer institutions in making meaningful and lasting progress in responding to the needs and concerns of minorities and women. It strives to develop a campus community in which all faculty, staff, and students, regardless of color or gender, will feel welcome, supported and valued. Additional minority faculty are especially needed to assist in making this sincere commitment a reality. . . ."

The message is quite clear and assures that Blacks will indeed be in the pool of applicants. If these extraordinary measures are taken to get Black candidates interested in the college, then it behooves the college to have a search committee in place with the same chain of thought and an institutional climate that is welcoming. Otherwise, the positive effects of the ad are jeopardized.

Where Kennesaw College is Today

It is evident that Kennesaw College has realized some of its goals in the area of affirmative action and minority affairs. Surely the old saying, "We've come a long way!", is appropriate in describing the turnabout that has taken place. Yet the realization that the job is not entirely finished will ensure still further progress. Therefore, the old quote, "but miles to go before we sleep," is also appropriate to describe the unfinished task.

Relatively speaking, Kennesaw College has been very successful in hiring minorities in the last four years. This can be attributed to the utilization of the strategies discussed elsewhere in the article. Clearly, as the chart which follows indicates, the trademark of success in the hiring of minorities on a predominantly white campus centers around an environment that is inviting, attitudes that are positive, search committees that are committed, and a recruitment theory that is intrinsically linked to retention.

Figure A

Model of Successful Minority Hiring



Table 1
Blacks Hired as Percent of New Hires, 1984-1985

EEO Category	New Hires		Black New Hires		Blacks as Percent of New Hires	
	FY 85	FY 86	FY 85	FY 86	FY 85	FY 86
1	0	5	0	1	0	20.0
2	33	36	9	8	27.3	19.4
3	0	4	0	0	0.0	0.0
4	19	11	2	1	10.5	9.0
5	1	5	0	0	0.0	0.0
6	5	0	0	0	0.0	0.0
7	11	7	5	3	45.5	43.0
TOTAL	69	68	16	13	23.2	19.0

Source: EEO-6 Reports: 1984-1986, Kennesaw College.

Table 2
Positions of New Black Employees - 1984-85

*Degree	Title	EEO Category	Department
Ph.D.	Asst. Prof.	2	Liberal Studies
M.A.	Asst. Librarian	2	Library
M.A.	Instructor	2	Management
Ph.D.	Assoc. Prof.	2	Economics
Ph.D.	Asst. Prof.	2	Music
Ph.D.	Asst. Prof.	2	Education
J.D.	Asst. Prof.	2	Business Law
M.A.	Instructor	2	Music
M.A./M.N.	Asst. Prof.	2	Nursing
	Sr. Secretary	4	Education
	Library Asst.	4	Library
	Security Officer	7	Campus Security
	Custodian I	7	Maintenance
	Custodian I	7	Maintenance
	Custodian I	7	Maintenance
	Custodian I	7	Maintenance

*Degrees are listed only in EEO-6 Categories 1, 2, and 3.

Positions of New Black Employees - Fall 1985

Degree	Title	EEO Category	Department
**Ph.D.	Assistant Vice President of Academic Affairs and Director of Academic Services	1	Academic Affairs
Ph.D.	Professor	2	Mathematics
Ph.D.	Assistant Professor	2	Developmental Studies
Ph.D.	Assistant Professor	2	Education
M.S.	Assistant Professor	2	Biology
Ph.D.	Assistant Professor	2	Economics
Ph.D.	Assistant Professor	2	Political Science
M.A.	Instructor	2	Management
Ph.D.	Instructor	2	Physical Education
	Mail Clerk	4	Procurement Services
	Security Officer	7	Public Safety
	Security Officer	7	Public Safety
	Custodian I	7	Maintenance

**The Black male previously in this position accepted the position of dean of graduate studies.

The dividends from the progressive strategy can be readily seen in the change of attitudes throughout the campus and also the noticeable increase in the number of Blacks on campus, particularly in the faculty ranks. The college's progress in fall of 1984 and 1985 is indeed noteworthy. Data in Table 1 indicate that Blacks made up 23.2 percent and 19 percent of "new hires" in 1984 and 1985 respectively. When EEO category-2 (faculty) is isolated, one can see a slight increase when compared to the total of all the EEO categories. This is particularly important because faculty members have more contacts with the students and can serve as positive role models. In this regard, it is important to note a significant increase in the number of Black students immediately following the effort to attract more Black faculty.

Another interesting aspect of the Kennesaw College recruitment efforts has been the dispelling of the myth that Blacks can only be found in the "education" discipline. Certainly, there is some truth that historically Blacks have disproportionately earned advanced degrees in education. This does not mean that Blacks as a group are not earning degrees in other areas. So, the question becomes, "How do you attract the limited number of Blacks that, availability studies say, are in the other disciplines (i.e. political science, math, biology, etc.)?". Quite clearly the response is the quality of opportunity and the quality of the environment a given campus has to offer.

Since Kennesaw saw each of these factors as important, major efforts were undertaken to enhance these areas before and during the active recruitment of Black faculty. Table 2 demonstrates that Kennesaw College has been able to attract Blacks from a variety of disciplines.

Further scrutiny of Table 2 reveals that a high percentage (66.7%) of the new Black employees in the faculty ranks have terminal degrees earned from some of the major universities throughout the United States. Having the terminal degree insures that these new employees will begin their employment at the assistant professor rank or higher. This becomes critically important as this group seeks promotion and tenure.

Conclusions

"Where Do We Go From Here"

Kennesaw College has demonstrated that given the right ingredients, the hiring of qualified minorities can be a successful venture. The success Kennesaw College has made in the last three years rivals any other institution within the University System of Georgia as well as many other institutions across the country. The college now has a "critical mass" of Blacks on campus which may influence even more Black faculty, staff, and students to come and be a part of the college. The college should not, however, sit still and praise its efforts thus far, but should continue to keep the pace it has set over the last couple of years.

In that vein, the college should concentrate its efforts in the following areas:

1. convince the few "doubting Thomases" that affirmative action is in order and morally right,
2. to insure that Blacks are able to move up the ladder of promotion and tenure,
3. continue to be pro-active in recruitment efforts,
4. department chairpersons should make every effort to insure they follow the Affirmative Action checklist,
5. departments and department chairs need to become more involved and assertive in attracting Blacks.

If Kennesaw College follows these suggestions, there is no doubt that continued progress will result. The president of Kennesaw College stated several years ago that she wanted the college to be a model institution so far as affirmative action and minority affairs are concerned. If the college has not yet reached this goal, it is certainly on its way.

Footnotes

1. *Brown vs. Board of Education*, 347 U.S. 483 (1954).
2. *Adams vs. Richardson*, C. A. No. 3095-70 D.D.C. (Nov. 1972). See also *Adams vs. Bell* and *Adams vs. Bennett*.
3. Kennesaw College EEO-6: Report 1977-1978.
4. Kennesaw College EEO-6: Report 1978-1979.
5. Kennesaw College EEO-6: Reports 1977-1981.
6. The term "silent protest" is used here because much of the discussion concerning their situation took place among themselves because there did not exist avenues to be heard elsewhere. Efforts to get officials of the college in an affirmative action mindset were unsuccessful. Blacks more often discussed their plight in a furtive manner for fear of reprimand.
7. EEO 4-7 includes secretaries, maintenance, skilled crafts, security officers, and food service, respectively.

PURPOSE AND FUNCTIONS

The Institute of Higher Education is a service, instructional, and research agency of the University of Georgia. Established in 1964, the Institute cooperates with other agencies and institutions in the development of higher education. Programs and services help prepare professionally trained personnel in higher education, assist other colleges and universities in numerous ways, and study the organizational and functional processes of institutions and programs of higher education.

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